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ABSTRACT

The rationale for establishing a migrant student program and a description of innovative programs are contained in this report of the statewide migrant project in New Mexico for fiscal year 1968. The program, representing the first major attempt at providing compensatory education services for New Mexico's migrant students, was initiated in the summer of 1967 to provide necessary instructional and supportive services to these educationally deprived students. Included in the report are a funding report, a program monitoring report, a program evaluation report, a migrant fact sheet, and a program participation map. (TL)

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ED038234

PROJECT INFORMATION

A COMPENDIUM
OF THE
TITLE I MIGRANT PROGRAM

SUBMITTED TO

LEONARD DELAYO
SUPERINTENDENT OF PUBLIC INSTRUCTION

BY

BILL CAPERTON, DIRECTOR
TITLE I MIGRANT PROGRAM

TITLE I MIGRANT PROGRAM 3

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RC004264

ED038234

NEW MEXICO
STATE ANNUAL EVALUATION REPORT
FOR MIGRANT PROGRAMS
TITLE I, ESEA
FISCAL YEAR 1968

Submitted by:
Mildred Fitzpatrick, Chairman
Title I, ESEA Services
Department of Education
Education Building
Capitol Complex
Santa Fe, New Mexico 87501

Prepared by:
Bill Caperton, Director
Title I Migrant Program
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Program Development (Evaluation)
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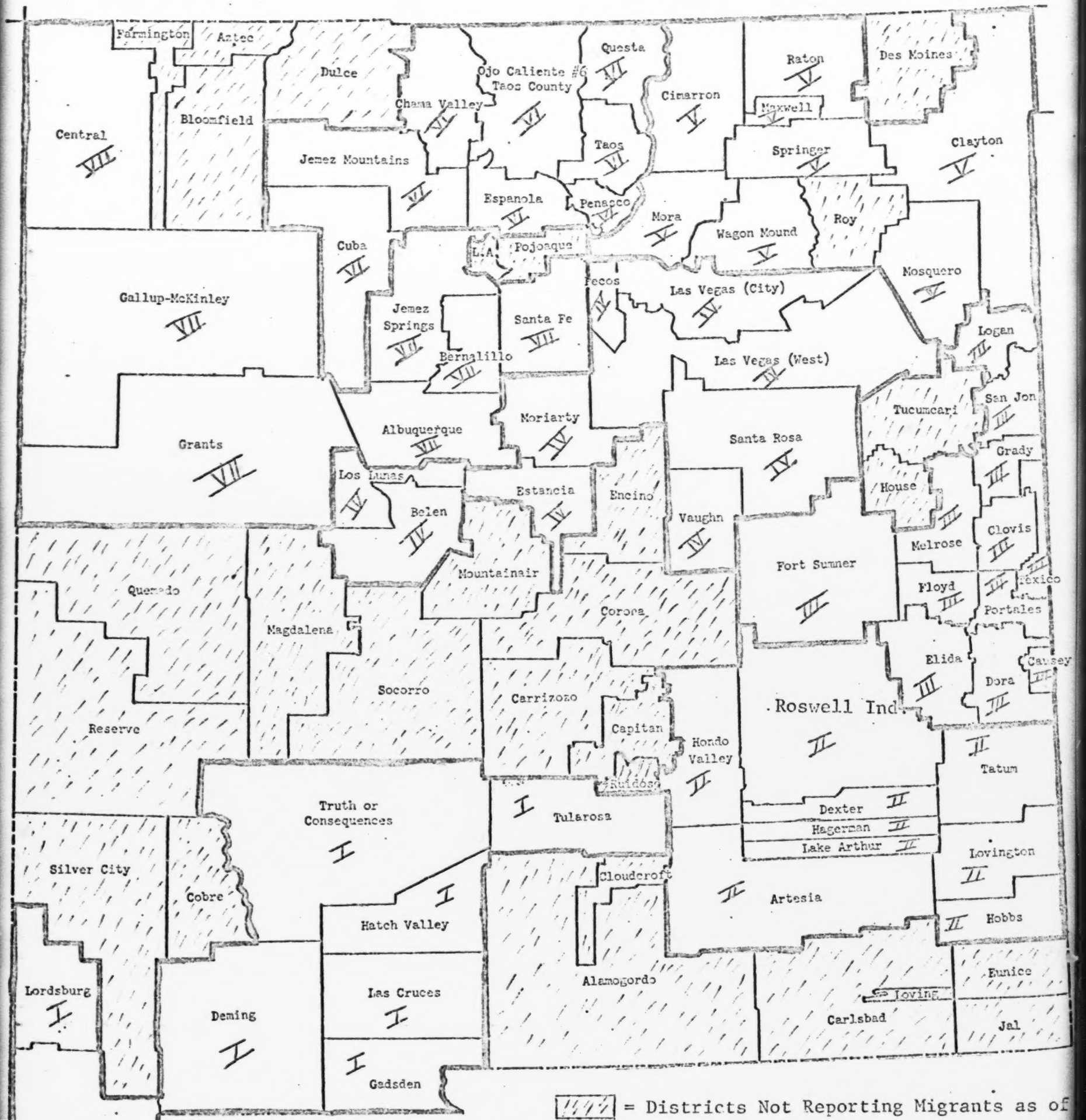
NOTE: The contents of this publication are excerpts from detailed reports available in the Title I Migrant Office. If more information is desired regarding any facet of this report, please contact the Title I Office; State Department of Education; State Capitol Building; Santa Fe, New Mexico 87501.



Migrant Area Map Showing Areas:

Area #	Contact School
I	Deming
II	Dexter
III	Portales
IV	Santa Rosa
V	Raton
VI	Taos
VII	Gallup

//// = Districts Not Reporting Migrants as of August 15, 1967

I = Districts Participating in the Title I Migrant Program and Area Numeral 1968-69

SCHOOL DISTRICT
MAP OF
NEW MEXICO

DEPARTMENT OF EDUCATION
STATE OF NEW MEXICO
TITLE I, ESEA SERVICES

MIGRANT PROGRAM FACT SHEET

M E M O R A N D U M

TO: Dr. Mildred Fitzpatrick, Chairman
Title I, ESEA
FROM: Bill Caperton, Director
Migrant Program
DATE: January 3, 1969

	1968	1969	1970 (Projected)
Eligible school districts participating	46	61	61
Eligible students in New Mexico	8,153	10,188	10,188
Participating students in New Mexico	4,863	6,113	7,000
Certified administrative personnel	2FT/1PT	2FT	1FT
Certified instructional personnel	4FT/44PT	9FT/55PT	13FT/62PT
Other certified personnel	5PT	3PT	6PT
Total certified personnel	6FT/50PT	11FT/58PT	14FT/68PT
Non-Certified adminis. personnel	1FT/3PT	1FT/2PT	1FT/4PT
Non-Certified instruct. personnel	75PT	111PT	125PT
Other non-certified personnel	20PT	15PT	10PT
Total non-certified personnel	1FT/98PT	1FT/128PT	1FT/139PT
ESEA Migrant appropriations to N. M.	$564,301	$602,358	$602,358
Approved budgets for sch. dist. projects	$529,005	$529,005	$577,512
Expended for school district projects	$512,302*	$120,002*	
Approved budget for state adminis.	$ 35,296	$ 35,296	$ 24,846
Expended for state administration	$ 22,768*	$ 16,285*	-0-
Per Pupil Budget	$ 108	$ 86	$ 82
Per Pupil Expenditure	$ 105	-0-	-0-

(*) As of December 31, 1968
"FT" - "PT" indicate full time and part time respectively

LEONARD J. DE LAYO
ERINTENDENT OF PUBLIC INSTRUCTION

MILDRED FITZPATRICK
CHAIRMAN, TITLE I, ESEA SERVICES

STATE OF NEW MEXICO

DEPARTMENT OF EDUCATION

CAPITOL BUILDING

SANTA FE

87501

A. J. GARDE, COORDINATOR
PROGRAM OPERATION (FINANCE)

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DONALD L. HARVEY, SPECIALIST
PROGRAM OPERATION (INFORMATION)

M E M O R A N D U M

TO: Mildred Fitzpatrick, Chairman
Title I, ESEA Services

FROM: Bill Caperton, Director
Title I Migrant Program

DATE: January 3, 1969

RATIONALE

The authority for administering this program lies with: Section 77-2-2 N.M.S.A.; P.L. 89-10 as amended by P.L. 89-750, Section 103 (a)(6) and state plans submitted and approved for Fiscal Years 1967, 1968 and 1969. The Title I Migrant Program is a miniature Title I Program providing needed and necessary instructional and supportive services to this most educationally deprived category of students.

This program represents the first major attempt at providing compensatory education services for these migrant students in New Mexico. The program was initiated in the summer of 1967 and involved some 3,268 migrant students, in 41 of New Mexico's public school districts, who received services under a grant award of $128,035. During Fiscal Year 1968, the first full year of the program encompassing in school programs as well as summer programs, some 8,153 intrastate, interstate and home-based migrant students were involved under New Mexico's first "State Plan for Migrant Education." The plan was approved for $564,301 and was carried out in 46 of our school districts. Our current State Plan for Fiscal Year 1969 has been approved for $564,301, and an additional $38,057 has been made available to New Mexico under ESEA, Title I Program Guide #50, dated December 4, 1968. (See attached information). New Mexico will now have a total of $602,358 available for the Title I Migrant Program during the current Fiscal Year, 1969. These federal funds will be utilized by New Mexico for a State Agency Program for Migratory Children pursuant to the approved "State Application - Description of Program Organization and Administration for Fiscal Year 1969, Title I, ESEA Migrant Program." It is anticipated that 61 districts,

enrolling some 10,188 migrant students, will qualify and participate in this year's program which will end August 29, 1969.

Our program will continue to be concentrated in two main areas of need for these students as assessed and documented by those school districts choosing to participate in the State Agency Program for Migratory Children. These main areas are: (1) Supportive educational services in the areas of health, food, guidance and clothing; (2) Instructional activities strongly related to individualized tutoring in order to attempt to raise the educational attainment of these children to a level that is more appropriate with their potential. Generally speaking, our migrant students are reported by our district school officials as being one to two years behind their peer group by the time they have reached the upper elementary grades, and this gap spreads faster and further as they attempt to move up the educational ladder in our schools. This will perhaps help to explain the fact that we have not had too many migrant students graduating from high school. We hope our Title I Migrant Program will do something about this, and we feel it will.

Respectfully submitted,

Bill Caperton

Bill Caperton

BC

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Attachments - 2

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Office of Education
Elementary and Secondary Education Act of 1965, P.L. 89-10 As Amended
Title I, Assistance for Educationally Deprived Children

State Programs for Migratory Children
Allotments for Fiscal Year 1969

State	Amount	State	Amount
TOTAL	$45,556,074		
Texas	11,512,283	Nebraska	134,955
Florida	6,602,899	Utah	124,531
California	6,089,743	Wyoming	93,563
Michigan	2,351,495	Tennessee	84,484
New York	1,756,017	Iowa	47,179
Washington	1,313,790	Kentucky	39,499
New Jersey	1,293,275	South Dakota	22,218
Arizona	1,246,410	New Hampshire	9,326
Oregon	1,173,592	West Virginia	5,212
North Carolina	915,606	Maine	4,389
Colorado	902,440	Vermont	3,566
Ohio	786,686	Nevada	1,458
Mississippi	616,347	Alaska	-
/New Mexico (ranks 14)/	602,358	Hawaii	-
Idaho	538,721	Rhode Island	-
Virginia	461,369	District of Columbia	-
Montana	460,565		
Oklahoma	458,078		
Arkansas	445,186	Reserved	550,000
Indiana	432,294	(Set-aside money for the development of Migrant Record Exchange System is approximately $7,000 for New Mexico, so we really have in the area of $609,000 for New Mexico's Migrant Program this year).	
Connecticut	426,194		
Illinois	424,673		
Alabama	421,322		
Kansas	395,401		
South Carolina	381,548		
Pennsylvania	321,304		
Georgia	318,460		
Wisconsin	306,145		
Louisiana	289,384		
Missouri	275,395		
Minnesota	218,610		
Delaware	197,722		
Massachusetts	187,539		
Maryland	163,076		
North Dakota	149,767		

*The Title I Migrant Office rearranged these from alphabetical order to funding level order to show how New Mexico ranks.

LEONARD J. DE LAYO
PERINTENDENT OF PUBLIC INSTRUCTION

MILDRED FITZPATRICK
CHAIRMAN, TITLE I, ESEA SERVICES

STATE OF NEW MEXICO

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DONALD L. HARVEY, SPECIALIST
PROGRAM OPERATION (INFORMATION)

M E M O R A N D U M

TO: Mildred Fitzpatrick, Chairman
Title I, ESEA Services

FROM: Geneva B. Gillmann, Specialist
Program Development
Title I Migrant Program

DATE: January 24, 1969

NEW MEXICO MIGRANT PROGRAM
SUMMARY MONITORING REPORT

There is a comprehensive effort in the State of New Mexico toward mobilization and coordination of all agencies which provide special services for children and adults for which migrant families are eligible. These agencies include: HELP, OEO, New Mexico Health and Social Services Department including the Mental Health Division and district departments, Title II, Title III, VISTA, Vocational Rehabilitation and the Specialists in the State Department of Education. Every effort is made to assure that supplanting does not occur in local programs and that there is no overlapping of available services. Further explanation of coordination is available in the Title I, ESEA Migrant Program State Plan for 1968-69.

Project Objectives As Related To Educational Needs of Migratory Children

A. To improve the children's self-images and change positively their attitudes toward school and education

B. To improve classroom performance in all academic areas

C. To improve the children's verbal functioning via TESL and other techniques leading to more school participation and much improved daily attendance

D. To provide adequate clothing and improve the physical, nutritional and overall portraiture of these children

E. To raise the occupational and/or educational aspirational levels of these children

Because for over 80 per cent of the migrant children in the State of New Mexico English is a second language, classes are oriented toward language development. In surveying the State Migrant Programs, it has been found that oral language development and reading are emphasized especially in the primary grades. However, math, science and all the social studies often share the emphasis at the junior high and high school level.

One of the major components in instructional services is the use of the bilingual aide in the classroom. Some districts use almost their total budget for the salary of aides. Some are not bilingual. Other districts hire no aides and choose rather to use the migrant budget for another very worthy need fulfillment--health, food and clothing services.

Often, Remedial Reading is added to the fare for migrant children, and the Specialist works with very small groups and is more effective in developing the reading skills where innovative techniques and materials are used. Some districts have extended day instruction for these children. Such services may be provided before school, after school or in Saturday classes.

Much emphasis is placed on summer school for migrant students. This is especially true in districts where the children have begun to remain in the community while the father goes away to work. This seems to be the result of the realization of migrant parents that education is important as well as the desire for their children to achieve. Several principals report change of attitude and several months academic gains among students who attended summer school programs.

Health services receive priority attention in each area of the State, and immunization shots and dental care are not neglected.

Instructional materials and supplies consume a lion's share of the budget in some areas, and waiver of fees for special classes and shop help many students to be able to create in Arts and Crafts, to rebuild car engines, among other things that they otherwise would not be able to do. Where shops are available, reduced absenteeism is often reported.

The allocation and use of the additional funds for Title I Migrant Programs have been a great boon to education in the State of New Mexico. Although school district programs for migrants vary greatly in size and scope, common features indicate interest in the problems of the migrant family and steps toward eradication of its illiteracy. Detailed area visit reports are available.

Continuing Program Needs:

A. In-service training should be scheduled in all areas of the State emphasizing understanding of migrants and innovative teaching techniques.

B. Attempts should be made to develop interest inventories, projective technique tests or other instruments that might aid in understanding the migrant child.

C. Programs which emphasize the development of positive self-concepts should be initiated or those now in effect emulated.

D. In areas where language is a particular problem, the aides should be bilingual.

E. All aspects of human needs should be considered and provided for (as nearly as possible) in conjunction with instructional services.

F. Instructional services (tutorial, small group, special language development classes, supplies or materials) should receive emphasis in areas where this has not been done.

G. Summer programs should be planned where there are enough migrant children to justify classes. Ungraded classes are suggested.

H. More parent involvement in Basic Education classes, parent attendance in school meetings, and participation in field trips and other enrichment activities should be encouraged.

I. Programs should involve the community in plans for future achievement for migrants in a mechanized agri-business era.

J. Long range goals should include the eradication of poverty and short life expectancy, and the elimination of frustrative and academic retardation.

Submitted by: Geneva B. Gillmann, Specialist
Program Development
Title I Migrant Program

NEW MEXICO
STATE ANNUAL EVALUATION REPORT FOR MIGRANT PROGRAMS
TITLE I, ESEA
FISCAL YEAR 1968

General Summary

I. INNOVATIVE PROJECTS:

A. Description

The Las Cruces Radio Project entitled, "Project Move Ahead", has been categorized as both an exemplary and innovative project. The project has been expanded to include more of the "Human Development" facet, and we hope the project will receive even more acceptance in the future. There have been numerous newspaper articles regarding the project; however, the latest article is attached and is perhaps the most descriptive article of them all.

B. Human Interest

The purchase of clothing for three graduating senior boys marked the first time in one school's history that a total senior class had participated in all senior class activities during the last month of school. Historically, the graduating classes over past years had at least one student absent from graduating activities because of a feeling of self-consciousness over the lack of appropriate clothing. One junior girl was given the opportunity to attend the Junior-Senior Prom by allowing her to participate in this clothing service activity funded by the Title I Migrant Program. We do not like to mention the fact that some students need to be enticed to complete their high school education; however, we feel we must do all we can to see that migrant students graduate as records show that we have not had too many migrant students graduating from our high schools in the past.

II. OBJECTIVE MEASUREMENTS

We have found it extremely difficult to arrive at any qualitative results regarding objective test data, and the perusal of the area evaluation reports will show a lack of even any quantitative evidence in this regard. Standardized pre-tests and post-tests in the areas of only reading and mathematics activities would be simple to administer and would suffice as hard data; however, we must assume that the lack of this, as an evaluation technique, demonstrates that this is neither an appropriate nor accepted means of evaluating the progress of migrant students.

III. SUBJECTIVE MEASUREMENTS

A. The bulk of our evaluation is in the subjective domain, and what we have is definitely on the positive side of the ledger. Some of the subjective data are included in the area evaluations. We have much more of the same on file in the Title I Office.

1. In every case mentioned via subjective comment, we have a positive response in achievement and skill level on project participants. This is true of all projects, whether they be in-school or summer projects. In a few instances, objective test data do not bear this out; however, if we inquire deeper into student progress of a negative nature on objective tests, we find that there is ample subjective evidence showing that some progress has been observed by those administering the program.

2. Most subjective comments relate to either a positive behavioral or attitudinal change in addition to a positive response in achievement. One statement is worthy of mention--"We have found positive behavioral changes and self-concept development coming with some form of achievement. The more help we can give toward achievement, the more positive will be the behavioral and self-concept changes." The remarks regarding self-concept development are most rewarding as our State Plan philosophy is "home-based" on this area of need.

B. Subjective data regarding the Title I Migrant Program from its inception in Fiscal Year 1967 to the present time would serve as concrete evidence bearing out the success of program activities. If these data carry any index of validity at all, then our conclusions would, of necessity, be on the positive side of the resulting ledger.

C. We would be remiss with our remarks here if we relate that all has been rosy in implementing migrant programs in this State. We have encountered attitudes and behavior that have retarded program development to a certain extent. Sensitivity to the needs of these children and their parents has been developed under the auspices of the Elementary and Secondary Education Act. Were it not for this Act, it is very doubtful if this feeling would ever have arisen. The first hurdle was the establishment of sensitive attitudes and behavior among the educational community in our State toward migrant education. Once this base of operation has been ideally constructed, we believe that attitudes beyond the educational circle will be effected rather rapidly. Rapid progress is being witnessed in this area, and the determination inherent in the area Family-School-Community Migrant Workers spearheads the assault toward this sensitivity goal.

IV. GENERAL PROGRAM EFFECTIVENESS

A. Supportive educational services in the areas of health, food, clothing and expanded guidance and attendance activities, exemplified via the area Family-School-Community Migrant Workers, are perhaps the chief services being provided that, heretofore, had not made any appreciable impact on the education of migrant children. In this same vein, instructional activities strongly related to individualized tutoring have been provided in order to attempt to raise the educational attainment of migrant children to a level that is more appropriate with their potential. These personalized services have increased the attendance and participation of these children in educational endeavors.

B. The five project activities which have been judged as most effective at the respective levels are:

1. Preschool through Grade 3

   a. Clothing
   b. Food
   c. Kindergarten
   d. English as Second Language
   e. Aides

2. Grades 4 through 6

   a. Language Arts
   b. Tutoring
   c. English as Second Language
   d. Mathematics
   e. Food

3. Grades 7 through 12

   a. Tutoring
   b. Pupil Personnel Services
   c. Health-Medical, Dental, Drugs, Vitamins
   d. Food and Clothing (tie)
   e. Waiver of Fees for Books, Supplies & Materials

The above information was determined by a "Q-Sort" technique of responses made by five of the eight migrant areas. We feel this is considerably more than a random sample, and the validity index should be rather high regarding the selections in I, II, and III above.

C. The use of bilingual aides in classrooms where five or more migrant children are enrolled has been most effective in improving attendance, achievement and behavior. The success of this classroom procedure has been determined by positive subjective responses from all personnel connected with the activity.

We feel this physical set-up, integration into a regular classroom, and the placement of a bilingual aide in that classroom with a specific assignment to assist the teacher with individual problems of her migrant students is the most advantageous arrangement possible.

V. INTER-RELATIONSHIP WITH REGULAR TITLE I PROGRAM

A. We have no specifically designed regular Title I programs which supplement our State-operated Title I Migrant Projects. We do have many instances where the reverse is true.

B. The success of the Teacher-Aide Workshop conducted by New Mexico State University for the Las Cruces Radio Project prompted the Title I and the Title I Migrant Programs to plan a statewide workshop for combined Title I and Title I Migrant personnel. These people were to return to their respective areas and conduct subsequent workshops so that all Title I and Title I Migrant teachers and aides would receive training before beginning programs for Fiscal Year 1969.

VI. COORDINATION WITH OTHER PROGRAMS

A. Home Education Livelihood Programs (HELP), Migrant Health Grants, Migrant Ministry Project in Dona Ana County and Title III-B projects of the Economic Opportunity Act are the most extensive programs which serve the same migrant population as does the Title I Migrant Program.

B. We have had several joint meetings with other agencies in attempting to coordinate programs for, and expand services to, our migrant population. Reports of these meetings and subsequent follow-up meetings are available in the Title I Migrant Office. Some important observations are made here as they came from meetings of this type:

1. The Superintendent of Schools is the person to be notified for health service follow-up if migrant health project or other agency personnel find problems and have no money to do the follow-up work.

2. Neither the District Health Office nor the Migrant Health Project has money for prescriptions; therefore, it behooves coordination between the school and other agencies in order to get the overall question of health taken care of.

3. Superintendent Cozzens, Portales, reported that his business office has 17 different accounts to keep track of and keep separate as far as keeping books is concerned. The comment was well taken, and all agree that perhaps some type of program budgeting should be accomplished whereby these funds could be accounted for in a block funding arrangement for a particular program and make much less bookkeeping on different funds.

4. Each agency involved in Migrant Education has a different set of criteria spelling out eligible migrant children. The Home Education Livelihood Program classifies migrant students differently from the Title I Migrant Program. HELP is for a broader category of migrants than is the Title I Migrant Program. HELP covers all families who are considered seasonal and under-employed agricultural workers, whether they are migrant workers or not.

5. Under the Title I Migrant Program, the eligibility is limited to children who are approximately two years of age up until they reach their 21st birthday. The funds for the Title I Migrant Program are to be expended for educational programs or services which will enhance the education of these migrant children and therefore cannot be utilized in the same manner as the funds from HELP or the Migrant Health Grant. In order to be eligible under the Title I Migrant Program, children must report into a school district as a result of their parents seeking agricultural endeavors. The Title I Migrant Program has a five-year eligibility requirement which means that once a student reports into a district as a migrant, even though he chooses to remain in that district, he will be able to receive help under the Title I Migrant Program for a period of five years if funds continue to be forthcoming. Those students who were involved in the Program when it first began, which was the summer of 1967, are entitled to three more years of eligibility under the Program even though they have not moved during the past two years. Those students who came into the Program the second year, which was the year we have just finished, are entitled to four more years of eligibility under the Title I Migrant Program if funds are forthcoming. Those who will be moving into districts this fall; and subsequently choose to stay in those districts will be entitled to four more years of eligibility under the Migrant Program provided funds are forthcoming. Any student who moves into the area and enrolls in a school, is a potential migrant until the reason for his moving there has been established. If the reason was agricultural, the family is low-income, and the child is educationally deprived, he is automatically qualified for the Program as a migrant student and can remain on the rolls as a migrant student for five years before he uses up his eligibility and is no longer considered a migrant as far as the Title I Migrant Program is concerned. The key to qualification under the Title I Migrant Program is: When did the student enroll as a migrant, or when did the family show up in this school district as a migrant family, and what type of labor were they looking for? This labor must be in agriculture; it cannot be highway construction, mining, forestry or other types of work which cause people to move around a great deal. The Title I Migrant Program is limited to the children of migratory agricultural workers which would, of course, include any family that moves to a community engaging in agriculturally related activities such as dairies, canning factories or food-processing plants.

C. We feel we are providing fairly adequate services to migrant students who are in school and are involved in our Title I Migrant Projects. We have approximately 60 per cent of these children involved and feel we are doing a pretty good job with them. One gap, of course, is the fact that we cannot get all the migrant children involved in projects. We feel our percentage is high; however, we want to try to get as many as we can in projects. We need more projects of a pre-vocational and vocational nature so that our older children, some of which are not even enrolled in school, can be salvaged from a future life of unemployment in the migrant stream or other agricultural endeavors. We feel that the new vocational amendment may help us in this area.

VII. COMMUNITY INVOLVEMENT

Area reports show parent participation in respective projects. Two examples are exemplary and noted here: (1) In Las Cruces, some mothers with smaller migrant children at home bring these children to school where an older sibling is enrolled and listen to the Radio Broadcasts; (2) In Santa Rosa, supportive services such as clothing and medical care are initiated by migrant personnel but carried out by the parents themselves.

We find it rather difficult to carry out a migrant project without parental and community involvement. Generally speaking, the more parental and community support and involvement present in a project, the better the project. The Las Cruces Radio Project exemplifies this evaluation facet, and the film clearly shows unusual community involvement in our estimation. We feel this has added greatly to the success of the project.

VIII. NON-PUBLIC SCHOOL PARTICIPATION

The projects are all public school based; however, in areas where non-public school children are involved, we have found it rather easy to include them as the projects are compensatory in nature and are offered at times when non-public school children may participate without interfering with their normal non-public educational activities.

IX. DISSEMINATION

All publications, State Plan, State Evaluation Reports and local publications of merit are disseminated on an intrastate and interstate basis. Three examples of local publications deemed worthy of dissemination are available at the Title I Migrant Program Office. Plans are being finalized for a professional publication of this evaluation which will be disseminated nationally. The report will be of the magazine variety and will cover program development and evaluation regarding New Mexico's Title I Migrant Program.

X. PROBLEM AREAS IN PROGRAM IMPLEMENTATION

A. The only problem encountered by the State Department of Education in implementing the Program has been of a financial nature. The resolution of this problem has and is being accomplished by a close liaison between the Public School Finance Division of the State Department of Finance and Administration and the Funds Management Division of the State Department of Education.

We acknowledge the support of the Public School Finance Division in this endeavor and feel we would not have had a Migrant Program without its backing and cooperation.

B. The philosophy of New Mexico's Title I Migrant Program incorporates the idea of local participation and control in conducting a state agency program for our migrant students. We feel this philosophy has contributed greatly to the success of the Program and has led to a high degree of local cooperation in implementing it.